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ABSTRACT

A 6-week summer workshop dealing with the problems and methods of teaching Negro, Mexican-American, and other minority group children was conducted for 208 teachers and ancillary personnel in the 15 schools of the Jordan and Garfield Educational Complexes, Los Angeles. The two program components were coordinated by different sets of leaders on an alternating schedule. In the methodology component 22 groups representing the various elementary grade levels and secondary and adult school subject areas explored teaching materials and techniques through a variety of resource people, research projects, and field trips. For the human relations component, which focused on feelings and attitudes, members were assigned to small discussion groups led by psychology and group dynamics specialists; they met after each speaker's presentation to the total workshop group. Groups in both components included student workshop aides, parents, and community participants. Teachers, students, and parent-community representatives had also been involved in the 16-hour spring planning phase for exploration of problems involved in teaching minority students and for determination of workshop content. The resulting interaction was deemed the workshop's major strength. Major weaknesses: the alternating schedule, size of methodology groups (often too small), and failure to involve administrators in the operational phase. (Appended are schedules, and content, activity, and resource summaries. (JS)

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ED035585

LOS ANGELES UNIFIED SCHOOL DISTRICT

E P D A
A Program of Professional Development

Summer 1969

Office of Urban Affairs

SP003436

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FORWARD

Education in the United States has become a participant in rapid and significant change. The schools provide a basic element in the process and often must be an agent of social change. Change produces a need for those involved with meeting the demands of new and dynamic approach to the learning process.

This workshop is the beginning of a long range program by the Federal Government and the Schools to increase the professional skills and reinforce positive attitudes of the teaching staff. The program was funded through the Education Professions Development Act, Public Law 90-35, enacted on June 29, 1967. The purpose of the Act is to improve the quality of teaching by underwriting the cost of retraining teachers and administrators in the schools.

The EPD Act also provides graduate fellowships to teachers to continue their professional development, and it mandates the United States Office of Education to prepare an annual assessment report on the quality and needs of educational personnel in the nation's schools. Additional funds are also provided for attracting qualified people into education who might not otherwise enter the profession. The Act is administered by the Bureau of Educational Personnel directed by Doctor Don Davies, Associate Commissioner of Education.

The Los Angeles Unified School District has filed several proposals under this Act. EPDA programs are under the coordination of Mr. Ross Hancock of the Office of Urban Affairs.

The problem of developing a multi-cultural point of view and establishing a totally different set of educational assumptions for educators is a difficult task. The following report describes one approach to this problem.

I. INTRODUCTION

This summer project was proposed to serve the teachers in the fifteen schools of the Jordan and Garfield Educational Complexes. These complexes are groupings of schools, elementary and secondary, located in a common geographical area. They are organized to provide a continuing, coordinated educational program from early childhood through adult school. Each complex has one senior high school, one junior high school, and four or more elementary schools within their organization.

The project was designed as a staff development vehicle that attempted to meet the following objectives:

HUMAN RELATIONS

- to develop an understanding of the values and ideals of Mexican-American and Negro Youth.
- to develop an awareness of the particular educational needs of minority youngsters.
- to assess the changing role of educational personnel in the schools of the Los Angeles Urban Center.
- to improve the abilities of teachers to work with each other and with children of various cultural and ethnic background.
- to provide the means for working effectively with the pressures and anxieties of the urban school.

INSTRUCTIONAL METHODS AND MATERIALS

- to evaluate current methods and materials.
- to become familiar with materials and instructional approaches which have proven effective in the education of Mexican-American and Negro students.

- to assess their own attitudes, strategies and techniques for teaching their pupils.
- to prepare, develop, or construct new materials for use in their classrooms in September.
- to study and evaluate knowledge areas pertinent to the preparation of instructional units for use with Mexican-Americans and Negro youth.

This project was designed to serve a concentrated school population already involved in ESEA, Title III Programs. It is essential to this project that trained personnel be available to meet the demands of new programs now being developed by the Educational Complexes. This project provided a means for the training of the staff. The entire spectrum of the Educational System, Kindergarten through Adult, was represented in the program.

II. OPERATION OF THE PROGRAM

A. Planning Phase

The initial phase of the project involved planning and consultation with various institutions, community groups and individuals within the city of Los Angeles. Consultations were also conducted with directors of similar programs which have proven successful in the past.

A unique phase of the planning was continuous consultation and planning with the Advisory Boards of the Educational Complexes. These Advisory Boards composed of Community Representatives, Parents, and Teachers provided valuable insights that affected the final process and content of the project.

The following is the list of groups and individuals who were involved in the initial stages of the project either by consultation or through direct planning:

1. Institutions
   a. Loyola University -- Dr. William Fitzgerald, Director of Annual Human Relations Workshops
   b. American Jewish Committee - Dr. Neil Sandburg
   c. San Fernando Valley State College -- Dr. Robert Lid, TTT Project
   d. Pasadena City College -- Dr. Ruth McFadden
   e. Los Angeles Junior College District -- Dr. T. Stanley Warburton; Dr. John Lombardi
   f. College and university representatives from the Los Angeles area: University and College Resource Conference, February 1969.

2. Community Resources

   a. Kedren Community Clinic -- Dr. Paul H. Logan, Director

   b. Anti-Defamation League of B'nai B'rith

   c. Dr. Gordon Goodhart, Psychiatrist and Human Relations Consultant

   d. National Alliance of Businessmen

   e. Jordan and Garfield Complex Community Advisory Boards

3. Los Angeles City Schools

   a. Office of Urban Affairs

      (1) Human Relations Staff

      (2) Community Relations staff

      (3) Volunteer and Tutorial Services staff

   b. Academic Supervisors

   c. Auxiliary Services Supervisors

      (1) Counseling Services

      (2) Child Welfare and Attendance Branch

   d. Controlling Division

      (1) General Accounting Branch

      (2) Payroll Branch

   e. Personnel Division

   f. Division of Secondary Education Bimini Place Center, Title I

      (1) Human Relations Consultants

      (2) Group Counseling Consultants

   g. Health Services Branch, Mental Health Services Section

   h. Complex School Administrators and Coordinators

Communicating with such a varied segment of the community presented a formidable challenge. The degree to which the project was understood had a significant bearing upon the workshop during the operational phase.

The following communications elements were involved or employed in reaching the internal staff and the community:

- Radio (KABC-July 13, 1969, taped interview with the Director)
- Newspapers (Los Angeles Times-East Los Angeles Sun) (Appendix N)
- Progress Summaries
- Memoranda
- Meetings

In those instances where misunderstandings of objectives, procedures, or the structure of the project occurred, they were often traceable to faulty communications during the planning phase.

B. Content Development

The basic planning element was the involvement of all parties in identifying problems and developing a plan toward in-depth exploration of solutions. Sixteen hours were devoted to this purpose during the final quarter of the school year. The grade level-subject area structure was used to bring participants, leaders, and resources together for planning. (Appendix B)

The larger segment of the sixteen-hour period was devoted to the thorough exploration of problems involved in teaching minority students. The final meetings provided an opportunity to set a plan for the methodology component.

The inclusion of community members and students during this phase proved invaluable in the process of selecting relevant areas for exploration. Participants felt that parent and student participation was so vital to the successful outcome of the project that they requested their continuation throughout the course of the project.

Participants expressed disbelief and suspicion at the prospect of structuring a content through their own involvement in planning. Many exhibited discomfort and dissatisfaction at not being given a set workshop curriculum from the leaders. Some felt that their efforts would be discarded in favor of the district's workshop curriculum when the operation began. Enthusiasm and productivity increased as participants became assured that their needs and plans would form the basis for the methodology component.

C. Participants

Initial applicant response fell far short of expectation. Criteria for application restricted applicants to grades 4-12, counselors, Child Welfare and Attendance workers, and teachers from selected subjects in adult school. The applicant's school had to be within either the Jordan or Garfield Complex.

An analysis of the method of distributing information about the project and of the grade and subject area restrictions led to a revision of initial plans.

Distribution of information and applications was accomplished through meetings with grade-level and department chairmen. This method proved to be ineffective in accomplishing broad coverage. A follow-up meeting with administrators and coordinators of the Complex schools provided broader coverage and engendered greater interest and desire to participate.

Information from teachers and administrators in the Complex schools indicated that many felt a need to use the summer for vacation and relaxation. This, too, accounted for the weak initial response of applicants.

Revising the criteria to include kindergarten and primary teachers tapped an area that exhibited greater interest in self-improvement programming. Large numbers of applications began to arrive from this group.

Another factor that affected teacher participation was the restriction limiting the teachers to the federal stipend of seventy-five dollars a week. Many teachers required jobs during the summer to allow them to maintain financial stability. They were forced to pass up the training opportunity for positions providing greater monetary rewards.

The total number of applicants accepted to participate in the program was 208.

D. Staff

The degree of success experienced by the workshop groups depended, to a great extent, upon the leadership, enthusiasm, and skill of the individual workshop leader. While significant contributions were made by visiting staff, community participants, and the workshop members themselves, the efforts of the leader in both methodology and human relations groups determined the final outcome.

The workshop staff included three categories: administrative staff, regular staff, and visiting resource staff.

1. Administrative Staff

The administrative staff consisted of a director, assistant director, and an intermediate clerk steno. Additional administrative support was provided through the Office of Urban Affairs and the summer office staff of Widney High School. General administrative supervision was provided by the Consultant for In-

Service Education, Mr. Ross Hancock, Office of Urban Affairs.

The assistant director came into the project at the beginning of the operational phase. At this point in the operation, the need for an additional coordinator was critical as two hundred participants, numerous project employees, and resource people required coordinating assistance. The voluminous paper processing required to assign personnel and to clear pay procedures demanded a great proportion of administrative time.

2. Instructional Staff

a. Methodology Workshop Leaders

Twenty-two leaders were selected to lead specific grade level or subject area groups.

Applications for this position were distributed to schools throughout the areas described as "disadvantaged" under E.S.E.A. guidelines. From two hundred applications, selection was made by screening committees from the Jordan and Garfield Educational Complex Advisory Boards. Successful applicants came from a broad range of backgrounds and geographic areas.

Selection of staff through direct participation in the selection process by the community proved exceptionally effective in assigning outstanding people to leadership positions and gave the community an active role in determining the course of the project.

b. Human Relations Group Leaders

Identification of trained group leaders with backgrounds in psychology was accomplished through the cooperation of

the Mental Health Section, Los Angeles City Schools. Persons selected came from the Mental Health Section, E.S.E.A. Group Counselors, and the Kedren Community Clinic, an outside community mental health agency. Each person selected had experience in human relations and small-group dybamics.

c. Workshop Aides

Young adults who were recent graduates from secondary schools in the Complex areas were selected to serve as workshop aides. Their duties included assisting the workshop leaders, acting as guides in the communities and providing additional community resource to the workshop group. Selection was made through screening of applications by the Complex Advisory Boards. (Appendix K)

3. Visiting Resource Faculty

As a result of a conference held early in the planning phase, involving the colleges and universities in the Los Angeles Metropolitan area, a comprehensive list of resource people covering many fields was available to workshop leaders. University and college resource people, as well as community people, responded readily to requests for their participation in the project. (Appendix J)

Visiting resource people brought a multitude of new ideas and concepts to the workshop groups.

4. <u>Staff Orientation</u>

Staff orientation and training was conducted during the planning phase. Methodology workshop leaders spent twenty-five hours in training and preparation, including ten hours of intensive training in group leadership techniques.

Staff meetings were held during the planning phase and throughout the course of the project. Memoranda and bulletins were used frequently to keep staff informed of project progress.

As a result of a suggestion from the instructional staff the parent community participants were included in the summer sessions of the project. The original plan called for including them only in the content planning phase. However, after their successful participation during the initial phase, it was mutually agreed that they should continue throughout the project. Steps were then taken to secure the approval of the U. S. Office of Education for their continuing participation.

One particularly successful group was composed of participants involved a workshop group from the same secondary school, led by their department chairman. Continuity of work begun in the workshop was assured by this staff assignment.

E. Program Operation

1. Format and Operation

The program consisted of two components complimenting each other: Human Relations dealing with feelings and attitudes, and Methodology dealing with teaching methods and materials. These two components were coordinated by different sets of leaders on an alternating schedule. The program consisted of 160 hours organized over a six week period including a 16 hour planning phase during the Spring. (Appendix B)

The methodology component was organized into twenty-two groups representing the various elementary grade levels, secondary and adult school subject areas, and the auxiliary services groups.

These workshop groups participated in an exploration of material, techniques and ideas related to their area of interest. (Appendix G)

Each group was assigned one or more student Workshop Aides and a parent or community person.

The methodology groups listened and reacted to a variety of resource people and participated in numerous research projects and field trips. The content was planned during the sixteen hour planning sessions. During these sessions teachers, students and parent/community participants determined content of their summer workshop.

Members of each human relations group were chosen on a random basis. Each group was a mixture of people from the two complexes and from the various grade levels, subject areas and auxiliary fields. Parent/community participants and student Workshop Aides were included in each group. (Appendix C)

The human relations groups were led by leaders experienced in psychology and group dynamics. Small discussion groups were the basis for the daily meetings. Speakers knowledged in the problems of minority youngsters spoke to the total workshop group, providing stimulus and information for the small group discussion. Small group meetings followed each resource presentation. (Appendix D)

The observations and comments of the staff and participants throughout the workshop period indicated that there had been a significant movement toward fulfilling the Human Relations objective.

2. Administration

Introducing a program of this size into the existing personnel-administrative structure of a big city school district presents a substantial challenge to the various divisions of the district who must become involved in the program.

An important breakthrough was achieved in developing a stipend-payroll method which allowed payment to participants without requiring regular personnel processing. This method, worked out between the project director and the controller's office, enables participants to receive stipends in a relatively short time, contributing greatly to their morale.

The staff and resource persons were processed through regular personnel channels as "professional experts." Because of the large number involved in a project of this type, this processing often occupied excessive administrative and clerical time. The complexities of regular personnel channels resulted in delays in pay and attendant morale problems.

3. Informal Program

The field trips, visits to private homes in the school communities, discussions with parents and students, etc., contributed greatly to the successful outcome of the program. Participants were able to develop new relationships with their communities and students.

This awareness of the total school community helped participants understand the backgrounds of their students more clearly. They became more keenly aware of the complexities of the problem and the need for redesigning effective classroom programs. (Appendix H)

III. CONCLUSIONS

A. Major Strengths

It is our opinion that the bringing together of parents, young adults, and school personnel to explore a common set of problems was one of the strong points of the program. The Community Participants continually brought fresh insights into the problems. It was also evident that as teachers and parents worked together, a sense of mutual appreciation developed.

Because the participants came from two distinct school communities, it gave each an opportunity to become aware of similarities and differences that exist within the city. There appeared towards the end, a very definite feeling of a common commitment to the solutions of common problems.

Teachers were given an opportunity to develop a content based upon their own needs and to design an approach to deal with that content. The valuable training received in this manner contributed greatly to meeting the project objectives.

B. Change in the Classroom

A continuous thread throughout the project was the reluctance of many participants to accept even the most modest changes. One of the unique features in the workshop, which was difficult to accept, was for teachers and parents to plan and determine the content of the course. The staff was to function primarily as a resource and coordinating element.

This rather pronounced feeling among the certificated participants was significantly strong to affect the productivity of the workshop. There had to be continued reassurance by all concerned that new

ideas and innovation are desirable and needed. Unfortunately, there is still much concern by teachers that the administration does not really want innovation or change. This attitude of a lack of mutual faith in each other's desire for change is a major obstacle towards educational innovation.

We believe that we have moved slightly in the direction of change but, that significant changes can only come about when administrators, teachers, and parents work together in an atmosphere of mutual trust and respect for the benefit of young people. The workshop served to initiate movement in the direction of planned change.

C. Unique Features

The musical presentation by Mr. Clabe Hangnan was undoubtedly the most effective and popular presentation of all. This well known folk singer presents his human relations message through songs, audience participation and narrative. We believe that there were several reasons for this. His musical skills had much to do with the success. However, we conclude that it was because he followed a series of controversial and provocative speakers. These speakers had brought the audience to a high pitch of emotion and they were now prepared to accept the gentle and aesthetic message of Mr. Hangnan. "The Answer" to the race problems, he sang..."Is in the hearts of men," and it was accepted by all with a standing ovation for Mr. Hangnan.

D. Weaknesses

The alternating schedule for the two components of the project proved a disadvantage. Continuity was difficult and the strong feelings

developed in the human relations groups often carried into the methodology sessions.

The length of the program produced fatigue and lessened effectiveness toward the end of the project. Teachers look forward to summer as a relaxing, self-renewing period. Enrollment, absenteeism and attitude gave cause for doubting the wisdom of operating a training program of this type for an extended summer period.

Broad, extensive goals in methodology tended to dilute effectiveness since in-depth examination of subject matter was difficult.

Group size in some instances was a factor creating difficulty. Methodology groups were often too small for significant interchange of ideas.

The number of community participants was, in some cases, too small to give support and strength to their contributions.

IV. RECOMMENDATIONS

A. Communicate the willingness of the leadership of the district to implement innovation. Administrators should be involved in the workshop during the operational phase.

B. Increase the number of community participants so their involvement can be more effective.

C. Schedule the workshop to complete the human relations component before the methodology component. Each component should occupy its own block of time giving continuity to its sessions and maintaining their complimenting nature to each other.

D. Whenever possible, consider operation of such training programs during the school year. Summer workshops should be limited to approximately four weeks.

E. Concentrate efforts in methodology toward specific goals, giving in-depth treatment to a subject by concentrating resources and exploration toward a reachable goal.

F. Conduct research in methods of identifying leadership qualities in educational personnel and in the establishment of criteria for the selection of leaders as trainers of teachers.

G. Make more extensive use of outside personnel as resource people.

APPENDIX B

LOS ANGELES CITY SCHOOLS
EPDA WORKSHOP
EDUCATIONAL PROBLEMS OF MINORITY YOUTH

WORKSHOP SCHEDULE
Spring 1969

APRIL 20 - APRIL 26							
20	21	22	23 Leaders' Orientation 3:45 - 5:45	24	25	26	Leaders' Orientation 2½ hours

APRIL 27 - MAY 3							
27	28 Group Leading Techniques 3:45-6:15	29	30 Group Leading Techniques 3:45-6:15	1	2 Group Leading Techniques 3:45-5:45	3	Group Leading Techniques 7½ hours

MAY 4 - MAY 10							
4	5	6	7 Orientation 3:45 - 5:45	8	9	10	Orientation 2 hours

MAY 11 - MAY 17							
11	12	13	14 Planning 3:45-5:45	15	16	17	Methodology Planning 2 hours

MAY 18 - MAY 24							
18	19	20	21 Planning 3:45-5:45	22	23	24 Planning 8:30-12:30	Methodology Planning 2 hours 4 hours

MAY 25 - MAY 31							
25	26	27	28 Planning 3:45-5:45	29	30	31	Methodology Planning 2 hours

JUNE 1 - JUNE 7							
1	2	3	4 Planning 3:45-5:45	5	6	7	Methodology Planning 2 hours

JUNE 8 - JUNE 14							
8	9	10	11 Planning 3:45-5:45	12	13	14	Planning 2 hours

Total Orientation Time = 2 hours
Total Planning Time = 14 hours

Total Orientation and Planning Time=16 hours

APPENDIX B

LOS ANGELES CITY SCHOOLS
EPDA WORKSHOP
EDUCATIONAL PROBLEMS OF MINORITY YOUTH

WORKSHOP SCHEDULE
Summer 1969

HR = Human Relations Sessions
M = Methodology Sessions

JULY 1 - JULY 5

		1	2	3	4	5	HR = 24 hours M = 0 hours

JULY 6 - JULY 12

6	7	8	9	10	11	12	HR = 8 hours M = 12 hours

JULY 13 - JULY 19

13	14	15	16	17	18	19	HR = 12 hours M = 8 hours

JULY 20 - JULY 26

20	21	22	23	24	25	26	HR = 8 hours M = 12 hours

JULY 27 - AUGUST 2

27	28	29	30	31	1	2	HR = 8 hours M = 12 hours

AUGUST 3 - AUGUST 9

3	4	5	6	7	8	9	HR = 8 hours M = 12 hours

AUGUST 10 - AUGUST 16

10	11	12	13	14	15	16	HR = 8 hours M = 12 hours

Total Human Relations Time = 76 hours
Total Methodology Sessions = 68 hours

Total Workshop Time =160 hours

LOS ANGELES CITY SCHOOLS
EPDA SUMMER WORKSHOP
EDUCATIONAL PROBLEMS OF MINORITY YOUTH

HUMAN RELATIONS COMPONENT

Goals:

The goal of the human relations component of the workshop was to help certificated personnel function effectively in the urban setting. The program was designed to accomplish the following objectives:

- To understand the cultural values of Mexican-American and Negro youth.
- To recognize and examine the educational needs of Mexican-American and Negro youth.
- To assess the changing role of the schools in the urban setting.
- To increase the participants' ability to work with each other and with children, and to accept cultural and ethnic differences as a natural phenomena.
- To provide the means for working effectively with the pressures and anxieties of the urban school.

This component complimented the methodology section through developing new attitudes, appreciations and understandings of minority children and their cultural patterns. Hopefully, the participants will deepen their involvement in the educational program at their school.

Organization: Time

This component involved approximately one-half the time of the summer workshop. Of the total 160 hours, 76 hours were devoted to human relations (see schedule attached).

Format:

The workshop sessions alternated with methodology sessions according to the attached schedule. Teachers in the methodology workshops were assigned to different groups for human relations sessions. (See organization attached.)

The human relations sessions operated under the leadership of a trained group leader. All the workshops met together as a large group occasionally to hear the presentations of resource people.

Group sessions followed free discussion patterns and participants were encouraged to participate in these discussions and exchange ideas. The presentations, assigned reading material, and field trips into the community, etc., served as a basis for discussion.

Library:

A project library organized with the objectives of the human relations workshop in mind, was established at Widney High School. There were sufficient books available to allow workshop leaders to assign or encourage reading of specific titles.

Participants were encouraged to read and discuss these books as part of the workshop.

APPENDIX E

LOS ANGELES CITY SCHOOLS
EPDA SUMMER WORKSHOP
EDUCATIONAL PROBLEMS OF MINORITY YOUTH

SPEAKER'S SCHEDULE - HUMAN RELATIONS COMPONENT

July 1, 1969	Mrs. Dolores Davis Radcliff Director, Intergroup Relations 9:15 - 10:15 a.m. --- Mr. Carl Sewell, Consultant Intergroup Relations 1:30 - 2:00 p.m. FILM - Oh Dem Watermelons
July 2, 1969	Mr. William Pajaud, Director Public Relations Golden State Mutual Life 9:15 - 10:15 a.m. --- Mr. Philip Hernandez, Consultant Mexican-American Studies 1:30 - 2:30 p.m.
July 3, 1969	Mr. David Rappoport, Supervisor Group Counseling 8:30 - 9:30 a.m. --- Small Group Discussions 1:30 - 4:30 p.m.
July 8, 1969	Mr. Frank Sanchez, Associate Professor, Long Beach State 1:30 - 3:30 p.m. --- Small Group Discussions 3:30 - 5:30 p.m.
July 10, 1969	No speaker --- Small Group Discussions 3:30 - 5:30 p.m.

APPENDIX E

SPEAKER'S SCHEDULE - HUMAN RELATIONS COMPONENT

July 14, 1969	Mrs. Mary Henry Avalon-Carver Community Center 1:30 - 3:30 p.m. --- Small Group Discussions - 5:30 p.m.
July 16, 1969	National Alliance of Businessmen Panel. Chairman - Dwight Zook 1:30 -2:30 p.m. --- Small Group Discussions - 5:30 p.m.
July 18, 1969	Rev. Vahac Mardirosian, Chairman Mexican-American Commission The Mexican-American Child and the Schools in East Los Angeles 1:30 - 3:30 p.m. --- Small Group Discussions - 5:30 p.m.
July 22, 1969	No speaker --- Small Group Discussions 1:30 - 5:30 p.m.
July 24, 1969	Mrs. Margaret Wright Community Leader "Community Problems" 1:30 - 2:30 p.m. --- Small Group Discussions - 5:30 p.m.
July 29, 1969	Dr. Manuel Guerra, Professor Long Beach State College "The Mexican-American and his contribution to the Mainstream of American Life" 1:30 - 2:30 p.m. --- Small Group Discussions - 5:30 p.m.

APPENDIX E

SPEAKER'S SCHEDULE - HUMAN RELATIONS COMPONENT

July 31, 1969	Mr. Jerome Harris Mr. Carl Sewell Consultants, Intergroup Relations 1:30 - 2:30 p.m. --- Small Group Discussions 2:30 - 5:30 p.m.
August 4, 1969	Mr. Clabe Hangnan, Upward Bound Program, Pitzer College and Claremont College Group "Attitudes and Feelings Among People as It Relates to Educators" 1:30 - 2:30 p.m. --- Small Group Discussions 2:30 - 5:30 p.m.
August 7, 1969	Mr. Alan Kumamoto Japanese-American Citizens League "Point of View of the Oriental Minority Towards Problems of Education 1:30 - 2:30 p.m. --- Small Group Discussions 2:30 - 5:30p.m.
August 11, 1969	Mr. Richard Alatorre, Consultant Western Field Office for the U. S. Commission on Civil Rights "School Segregation" 1:30 - 2:30 p.m. --- Small Group Discussions 2:30 - 5:30 p.m.
August 13, 1969	Mrs. Marnesba Tackett, Chairman Education Committee School-Community Relations Conference Southern California Panel Members - Mrs. Olive Walker Mrs. Joyce Fisk 1:30 - 3:30 p.m. --- Small Group Discussions 3:30 - 5:30 p.m.

APPENDIX F

LOS ANGELES CITY SCHOOLS
EPDA SUMMER WORKSHOP
EDUCATIONAL PROBLEMS OF MINORITY YOUTH

METHODOLOGY COMPONENT

Goals:

The goal of the methodology component was to develop better instructional approaches and materials for teaching Mexican-Americans and Negroes. The program was designed to accomplish the following objectives:

- To evaluate current methods and materials.
- To become familiar with materials, and instructional approaches which have proven effective in the education of Mexican-American and Negro students.
- To assess their own attitudes, strategies and techniques for teaching their pupils.
- To prepare, develop or construct new materials for use in their classrooms in September.
- To study and evaluate knowledge areas pertinent to the preparation of instructional units for use with Mexican-Americans and Negro youth.

This component alternated with the Human Relations Component.

Organization: Time

Of the total of 160 hours available for the workshop, 84 hours were devoted to methodology sessions. Included in this time were 16 hours of content planning by leaders and participants.

Format:

The methodology sessions alternated with the Human Relations component according to the attached schedule.

The methodology groups were under the direction of a different set of leaders than the Human Relations Group. This group of leaders received ten hours of training in group leading techniques.

Each leader planned, prepared and implemented the content of each workshop according to the needs and desires of the group.

A summary of each workshop was prepared by the leaders and became the basis for this report.

LOS ANGELES CITY SCHOOLS
EPDA SUMMER WORKSHOP
EDUCATIONAL PROBLEMS OF MINORITY YOUTH

SUMMARY OF METHODOLOGY ACTIVITIES

FIELD TRIPS	WORKSHOP
- Museum of S ience and Industry	Science M. Henley
- Pierce College Agriculture Center, Birmingham High School	
- Watts Black Panther Party Headquarters and Multi-Service Health Center, 103rd Street	
- Thompson, Ramo, Woodridge Laboratories	
*******	
- A-1 Kotzin Suits and Boys Clothing 420 So. San Pedro Los Angeles, Calif	Vocational Education M. Williams
*******	
- Westminster Neighborhood Association	Social Studies B. Whitterson
- Imperial Courts - Low Cost Housing Center operated by the Catholic Church	
- Golden State Mutual Insurance Display of Negro Art Collection	
- Bank of Finance - Negro owned and operated financial institution	
- Family Savings and Loan - Negro established and integrated business	
*******	
- Crocker Citizen's Building	English as a Second Language J.Rodriguez
- Department of Water and Power Building	
*******	
- Tour of the Jordan High School Area	Adult Educ. R. Thrash
*******	
- Palfreys Educational Supply Company Rosemead, Calif.	6th Grade B. Lyles
- Tour of Watts Community Services	
*******	

FIELD TRIPS

APPENDIX H

- Tour to 102nd Street School to observe individualized reading program — 1st Grade M. Ellis
- Monlux 186th Street Science Center
- 111th Street School
  Language Development Program
  Ruth Lawson
- L. A County Museum of Science and Industry

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- Southwest Regional Laboratory
  Watts Labor Action Committee
  (Community Action Program) — 3rd Grade A. Arnold
- Research Trips to Watts Community to gether data on the History of Watts (1850-1941) and projections for the future

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- East Area Probation Office — C.W.A. E. McCladdie
- Maravilla Housing Project

****

- Westminster Neighborhood Association, Watts — Social Studies B. Whitterson
- Black Panther Party Headquarters
- Brown Berets Headquarters, Whittier Blvd.

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- Brown Berets Headquarters
  5016 Whittier Blvd. - corner
  Atlantic and Whittier — 4th Grade P. Ortiz
- Los Padrinos Juvenile Camp
  Downey

****

- Watts Manpower Development Center — High School Subjects A. Glover
- Imperial Courts Community Development Project
- Black Panther Party Headquarters
  1810 E. 103rd Street 564-7494
- Avalon-Carver Community Center
  3517 South Avalon
  232-8113
- State Department of Employment
  Avalon Employment Office
  3916 South Broadway 744-2071
- Tour of East Los Angeles area conducted by Urban Affairs Consultant, Mike Rosales

- Southern Area Boys Club
  1200 E. 120th St. 567-2278

- Watts Manufacturing
  El Segundo and Central

High School Subjects
A. Glover

- Host Group Field Headquarters
  103rd Street. Leon Ralph's Office

- Central Multi-Purpose Health Service Center
  2551 East 104th Street
  564-3225

- Los Angeles Traffic Court
  Wall and Eighth Streets

- Synanon
  Pico and Ocean Front

- Job Corps Center for Women
  Case Hotel
  1106 S. Broadway Street

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- Jordan Downs Housing Project

Kindergarten
H. Clemmons

- Department of Public Social Service
  1644 E. 103rd St.

- Mafundi Institute
  97th and Main Streets

- South Central Multi-Purpose Health Center

- Belvedere Children's Center

- East Los Angeles Manpower Development Skills Center

- Cal State Learning and Behavior Classes

- University Elementary School at U.C.L.A.

- Creative Play Things Inc.

- Learning Centers - U.S.C.

- Sheltered Workshop - Retarded Children
  Adams Boulevard

- U.S.C. Teachers Workshop, Phillips Hall

- Southwest Regional Lab - Kindergarten Reading Program

- Westminster Neighborhood Association

FIELD TRIPS

APPENDIX H

- Cal State Community Center — Social Studies, A. Herrera
- Maravilla Housing Project
- East Los Angeles Probation Office
- Brown Berets Headquarters, Whittier Blvd.
- Garfield High School
- LUCHA - League of Urban Citizens to Help Addicts

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- Tour of East Los Angeles — 5th Grade, G. Nakamura
- Watts Labor Community Action Committee

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TOTAL NUMBER OF FIELD TRIPS: 64

APPENDIX I

SUMMARY OF METHODOLOGY ACTIVITIES

AUDIO VISUAL EQUIPMENT USAGE

-	16 m.m. Film Projection	21 different showings
-	Slide and Film Strip Projection	10 different showings
-	Overhead Projector	8 different showings
-	Opaque Projector	1 showing
-	Tape Recorder	16 different showings
-	Record Player	11 different showings
-	Addofax	1 showing

AUDITORIUM USAGE

The main auditorium was used at least twice a week during the EPDA Workshop. It was necessary to have at least one microphone present at all times. Two times four (4) microphones were used (panels). At times other A.V. equipment was needed by the speaker such as: 16m.m. projector, slide projector, record player, tape recorder and extension cords.

LOS ANGELES CITY SCHOOLS
EPDA SUMMER WORKSHOP
EDUCATIONAL PROBLEMS OF MINORITY YOUTH

RESOURCE LIST FOR METHODOLOGY COMPONENT

DATE	RESOURCE PERSON	TOPIC	LEADER	RM.
7/7	Fenwick English Temple City Unified School District	Differentiated Staffing in Temple City Plan - Advantages and Disadvantages	G. Nakamura	1
7/9	Student Panel	Parent's Role for Educational Problems of Minority Youth	M. Henley	12
7/7 & 7/9	Laura Olsher	Creative Dramatics	H. Clemmons M. Ellis M. Williamson B. Lyles	17
7/11	Student Panel	Role and Responsibility of the Student in the Educational Problems of Minority Youth	M. Henley	12
7/11	Arthur Hernandez Consultant L.A.City Schools	Behavior Objectives	J. Baley	23
7/15	Mrs. Benton	Children's Center	M. Ellis	11A
7/15	Dr. William Anderson Professor of English San Fernando Valley State College	Structure of English Literature Literature and the Development of a Spiral Curriculum	M. Ellis H. Clemmons M. Williamson	17
7/15	Tom Bade, Counselor Fairweather-Bade Associates	Communication at the Feeling Level	E. McCladdie	13B
7/15	Rodger A.Kaufman Professor of Education; Assistant Director at the Institute for Instructional System Technology and Research Chapman College	System Analysis Applied to Educational Problems	J. Baley	23
7/15	Edward Vail, Supervisor Vail Reading Clinic Office of Urban Affairs	Reading Methods Aimed at Slow Learners	A. Herrera	10
7/15	Stella L.Robinson Instructor, Vocational Nursing, L.A.Harbor College	Problems in the Nursing Program	M.P.Williams	7

DATE	RESOURCE PERSON	TOPIC	LEADER	RM.
7/15	Student Panel	Parents' Role and Responsibility for Educational Problems of Minority Youth	M. Henley	12
7/15	Sidney Sharon Supervisor, Mathematics Curriculum	Math Curriculum	J.Baley	23
7/17	John Jourdane Teacher Corps Intern, U.S.C.	"Inquiry Method" of Science	M.Henley	12
7/17	Alice Robinson Librarian, Cal State College, L. A.	Library Resources	P. Ortiz	20
7/17	Duane West Administrative Assistant of the Watts Labor Community Action Committee	Discuss the motivational techniques used in the organization, educational, and work program.	G. Nakamura	1
7/17	Louise Ashby Chairman, Home Economics Dept. Pepperdine College	Methods and Techniques in the Field of Home Instruction	M.P.Williams	7
7/17	Mel Rosen Department Chairman Social Studies and A.V. Coordinator Charles McClay Jr. High School	How to use audio-visual equiipment in classrooms; methodology for Soc. Stu. for mid-city schools; newly recommended texts for Social Studies.	B. Whitterson	16
7/17	Thelma E. Clark Teacher, Instructor U.C.L.A. Extension	Changing trends in Social Studies and new approaches to the problems of Social Studies and language	H. Clemmons	17
7/23	Bernadine Mills Kedren Community Health Center	Communications	H. Clemmons	17
7/23	Virgil Collins Labor Representative United Auto Workers	Basic Education and the Needs of Working Men	M.P.Williams	7
7/23	Ividyea Taylor	L. A. County Probation Department	B. Whitterson	16
7/23	Bernice Christenson Curriculu, Language L. A. City Schools	Recent Trends in Language Arts	M. Williamson H. Clemmons B. Lyles M. Ellis	3
7/23	Alma Woods	Urban League	A. Foster	15

DATE	RESOURCE PERSON	TOPIC	LEADER	RM.
7/23	James Gladson Science Department Chairman, Eagle Rock High School	Earth Science Project	M. Henley	12
7/23	Lic. Rafael Trujillo Director, Mexican- American Cultural Exchange Center	Cultural Program at the Institute	V. Clark	21
7/23	Student Panel	Garfield High School Environment	A. Herrera	GHS
7/23 & 8/8	Stuart Bernstein Vice-Principal Delores St. School	Developing a Mathematics (Sci.) Curriculum relevant to the Inner-City Child and Cognant of the Problems of the Black Child in Particular	M. Ellis	11A
7/25	Harry Sidney Couzins Mathematics and Science Coordinator Alto Loma High School	Mathematics Teaching Techniques	J. Baley	23
7/25	Judy Glasband Freelance artist	Figure Patterns	J. Clark	21
7/25	David Sanchez Prime Minister Brown Berets	Free Eastside Medical Clinic	A. Herrera	GHS
7/25	Adrienne Nance District Librarian Coordinator	Literature for the Minority Child	M. Ellis	11A
7/25	Dean Marvin Laser Professor of English and Division Head Cal State College Dominguez Hills	English and the Disadvantaged Youngster	S. Robison	19
7/25	Donald Beckman Whittier College	The Training of Teachers for Mexican-American Schools	G. Nakamura	1
7/25	Michael Pryas Duarte Unified School District		G. Nakamura	1
7/28	Douglas Naylor Assistant Director Educator Training Center	Reality Therapy in the Classroom	A. Foster	15
7/28	Manuel Vizcaino Carson High School	Mexican Student Exchange Program	V. Clark	21

DATE	RESOURCE PERSON	TOPIC	LEADER	RM.
7/28	Davis Jenkins Exhibits Manager Atomic Energy Commission California Science and Industry	Demonstrate Scientific Principles by a Show of Artwork that can be combined with Lecture Demonstrations	M. Henley	12
7/28	Roberto E. Chavez Artist, Instructor of Mexican-American Studies, East Los Angeles College	Mexican-American Problems Today	E. McCladdie	13B
7/30	Walter Maple T.R.W. Employee	Compensatory Education for Hard Core	M. Henley	12
7/30 & 8/7	Fenwick English Project Director Temple City Differential, Staffing Program, Temple City Unified School District	Differential Staffing; Advantages and Opportunities for Teachers. Flexible Scheduling Problems and Advantages.	J. Baley	23
7/30	Dr. Albert Fries Chairman, Business Education Department San Fernando Valley State College	Prepare pupils for the World of Work	A. Glover	11B
7/30	Professor Simon Gonzalez, Professor of Education, U.C.L.A.	What is the Role of the Mexican-American in our Mid-City Schools? How is the Mexican-American Society coping with the Youth Problems? What Problems are different from the Black Students? How can the School meet and Solve these Problems?	B. Whitterson	16
8/1	Dr. Donald E. Wilson, University of Southern Calif. School of Education	New Methods and Materials to aid in the Development of Curriculum; Understanding the Psychology of the Adult Learner	R. Thrash	13A
8/1	Jim Eichelberger Retail Merchants Credit Association	Consumer Credit	A. Glover	11B
8/1	Lou Cardona Program Manager MacDonald Astronomics	Employment Needs, Problems and Opportunities of Bilingual Personnel.	V. Clark	21
8/1	Hayward Gray Specialist Afro-American History Manuel Arts High School	Afro-American History	B. Whitterson	16
8/4	Fedrico Sanchez Teacher, Roosevelt High School	Mexican-American Studies	A. Herrera	10

DATE	RESOURCE PERSON	TOPIC	LEADER	RM.
8/4	Dr. Madeline Hunter Educator-Principal University Elem. School	Prescriptive Teaching	M. Ellis	11A
8/4	Wanda Lomax Specialist Learning Disability	Learning Disabilities, Diagnosis and Remediation	A. Foster	15
8/4	Mary Lee Coe Manager, County Bureau of Social Services	Information concerning Hospitalization, Emergency Services in the Black Ghetto	A. Glover	11B
8/6	Roy Evans Jewish Federation Greater Los Angeles Narcotics Information Unit	Narcotic Problems in Secondary Schools and Techniques to Combat the Problem.	E. McCladdie	13B
8/6	Ernest Dillard U.C.L.A.	University Urban Affairs Office	R. Thrash	13A
8/8	Mrs. Mercedes Diaz Social Case Worker International Institute	The International Institute	V. Clark	21
8/8	Margaret Jones, Ph.D. Secretary, American Friends Service Committee, Community Relations	Panel Discussion on Racial Problems	V. Clark	21
8/8	May Doris Louie Teacher, L. A. City Schools	Textile Arts	M. P. Williams	7
8/8	Mr. Stan Benson Better Business Bureau	Wise Buying, Contracts and Fraud	M. P. Williams	7
8/8	Rosemary Denkins Elementary Coordinator, L. A. City Schools	Curriculum Materials Inner-City Schools	M. Ellis	11A
8/12	Dr. William Johnston Assistant Superintendent, Adult Education	Administrative Problems, Adult Education	M. P. Williams	7
8/12	Fred Knotch Director, L. A. County Welfare Dept.	Funds allotted Students to attend school; What other fringe benefits are provided.	M. P. Williams	7

DATE	RESOURCE PERSON	TOPIC	LEADER	RM.
8/14	Dr. Octavio Costa Professor, Cal State L.A., Mt. St. Mary's College	Anthology of Spanish Poetry	V. Clark	21
8/14	Rev. Horacio Quinones Chairman, Evaluation Committee, Mexican-American Education Commission	Eastside Community	O. O'Callaghan	Lib

LOS ANGELES CITY SCHOOLS
Office of Urban Affairs
In-Service Training Unit

UNIVERSITY AND COLLEGE RESOURCES CONFERENCE

FEBRUARY 13, 1969

Rodger Young Auditorium
936 W. Washington Boulevard
Los Angeles, California

9:30 a.m.	"Welcome"	Ross Hancock, Consultant In-Service Training
9:34 a.m.	"EPD and the Institution of Higher Learning"	Dr. William R. Fielder, Co-Director, Elementary Internship Project-- Claremont Graduate School
9:50 a.m.	"Combining Resources"	Dr. J.Graham Sullivan, Deputy Superintendent, Instruction
10:05 a.m.	"Staff Development"	Dr. James Lloyd, Coordinator of Special Studies
10:20 a.m.	"Today's Task"	Ross Hancock
10:30 a.m.	WORKSHOPS	
Section I	Administrator's Component	Dr. Morris Marmon
Section II	Secondary and Elementary Teacher's Component	Mr. Leonard Pacheco Mr. Owen Knox Mr. Edward V. Moreno Mrs. Helen Clemmons
Section III	Adult Education Teacher's Component	Mrs. Luella L. Card Mr. Carlton Babcock
Section IV	Counselors and Child Welfare and Attendance Supervisors Component	Dr. Rosalio Munoz Miss Muriel I. Sheldon Mrs. Virginia Powers
12:00 noon	Lunch	
12:45 p.m.	"Fitting Experience and Background to Staff Development	Mr. Eugene Mornell, Special Consultant, Bureau of Intergroup Relations, Dept. of Education
1:15 p.m.	END OF WORKSHOP	

LOS ANGELES CITY SCHOOLS
EPDA SUMMER WORKSHOP
EDUCATIONAL PROBLEMS OF MINORITY YOUTH

NEWSPAPER CLIPPING

EASTSIDE SUN
Thursday, August 21, 1969

TEACHING DISADVANTAGED SUBJECT OF RECENT WORKSHOP

"How to teach the youth in disadvantaged areas of Los Angeles." That was the guideline of 170 teachers, administrators, counselors and child welfare and attendance personnel who recently completed a workshop session at Widney High School.

The workshop participants were all from the Garfield and Jordan Educational Complexes of the Los Angeles City School District.

A complex is a group of schools located in the same geographic area. The Garfield Complex is composed of seven schools and is located in the East Los Angeles area where it serves pupils in the Mexican-American community.

The Jordan Complex has eight schools and is located in Watts where it serves Negro youth.

The summer session was divided into two phases. One was human relations and the other methodology.

"As its name implies, the human relations phase dwelt on the psychological and sociological aspects which need to be considered before a teacher can reach a child from a disadvantaged community," says Phil Linscomb, Project Director.

"In methodology, we developed ideas and techniques which we could use to actually carry out the larning process.

"The six-week program was financed by a $203,000 federal grant under the Education Professions Development Act of 1967."

According to Linscomb, a continual follow-through of what was discussed in the summer will be accomplished by the establishment of a staff development committee.

The Garfield Educational Complex included Garfield High School, Garfield Community Adult School, Griffith Junior High School, and four elementary schools--Fourth Street, Humphreys Avenue, Riggin and Robert Hill Lane.

NEWSPAPER CLIPPING

LOS ANGELES TIMES
Friday, February 14, 1969, Part 1

PLANS TO TRAIN MINORITY AREA TEACHERS STUDIES

Officials of L. A. Schools, Colleges to Explore Watts and East L. A. Problem

By Susan Stocking

Los Angeles school officials met with representatives of 12 local colleges Thursday to plan a workshop that would train 200 teachers to teach--and understand--minority children.

Officials said the meeting represents the first step in a public school effort to bring the resources of colleges, community agencies and local leaders to bear upon in-service teacher training for minority areas.

The four-week workshop, scheduled for July, will allow teachers from elementary, junior high, high schools and adult schools to explore special problems and methods of teaching Negroes, Mexican-Americans and other minority group children in the two communities.

Separate sessions will be held for the Watts and East Los Angeles area.

Particular attention will be given to teacher attitudes toward minority groups, according to Ross Hancock, In-Service Training Consultant for the Los Angeles City Schools.

Emphasis on Attitudes

"The community says teachers are not sensitive to the needs of minority children," Hancock told the Times. "This workshop will give teachers the chance to talk about their attitudes, and to increase their understanding of the young people they will work with."

Thursday's meeting--with more than 40 professors from the 12 colleges--was an "inventory" session to determine what resources in terms of specific personnel colleges can make available to the city school-sponsored workshop.

Hancock said it was the first time city schools have sought massive college aid in upgrading minority education. City schools have worked before with local colleges, but on an individual college basis, he said.

School officials are seeking some 150 resource people to plan and guide the workshop which was funded last fall by a grant from the U. S. Office of Education.

About two-thirds of these resource personnel will be drawn from the colleges, the remainder from community people and community agencies, Hancock said. Separate meetings with community leaders and agencies will be held later in the spring.

Long Sought Goal

Los Angeles City Schools have been pushing for improved teacher and staff training in minority for more than a year, according to officials.

Dr. J. Graham Sullivan, Deputy Superintendent of Instruction, told Thursday's meeting that this kind of staff development is the "Most important task now in public education

Represented at the meeting in the Rodger Young Auditorium were California State College at Los Angeles, Claremont Graduate School, Loyola University, Occidental College, and Whittier College, all members of the Greater Los Angeles Consortium, an effort by five local colleges to work on urban problems and to sponsor the inventory session.

Other schools represented were California State College at Long Beach, Immaculate Heart, Mt. St. Mary's College, Pepperdine, San Fernando Valley State College, UCLA and USC.

LOS ANGELES CITY SCHOOLS
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EDUCATIONAL PROBLEMS OF MINORITY YOUTH

Suggested Book List for Purchase For Summer Workshop

The following titles represent recommendations for purchase for use of participants during the summer workshops.

Books Related to the American Negro

Baruch, Dorothy W.	Glass House of Prejudice	Morrow '46
Bontemps, Arna W.	Anyplace But Here	Hill & Wong '66
Brown, Claude	Manchild In The Promised Land	Macmillan '65
Conat, Robert	Rivers of Blood, Years of Darkness	Bantam
Ebony	White on Black	Johnson
Ellison, Ralph	Invisible Man	Signet
Frazier, Edward F.	Black Bourgeousie	Free Press '65
Frazier, Edward F.	Negro in The U. S.	Free Press '57
King, Martin L.	Why We Can't Wait	Harper '64
Malcolm X	Malcolm X Speaks	Grove '66
Malcolm X	Autobiography of Malcolm X	Grove '66
Rose, Arnold M.	Negro in America	Harper
Silberman, Charles E.	Crisis in Black and White	Random '64

Books Related to the Mexican-American

Dunn, John G.	Delano: The Story of the California Grape Strike	Ferrar, 1967
Galarza, Ernesto	Merchants of Labor	McNally '64
Guer & Cobbs	Black Rage	Sunset News
Heller, Celia	Mexican-American Youth: Forgotten Youth at the Crossroads	Random
Nava, Julian	Mexican-Americans, Past, Present and Future	American Book Co.
Ortiz, Martin	Mexican-Americans in the Los Angeles Region	Welfare Planning Council

Paz, Octavio	Anthology of Mexican Poetry	Ind. U. 1958
Samora, Julian	La Raza: Forgotten Americans	Notre Dame U.
Ulizarri, Horacio	Social Cultural Profile of the Mexican-American	American Book Co.
Young, Bob	Across the Tracks	Messner, '58

Books Related to the Oriental-American

Chu, Daniel	Passage to the Golden Gate	Doubleday
Daniels, Roger	Politics of Prejudice	Atheneum
Inouye, Daniel K.	Journey to Washington	Prentice Hall '67

General

Chu, Daniel	A Glorious Age In Africa	Doubleday
Dawson, H. S.	On the Outskirts of Hope	McGraw
	Poverty, Education and Race Relations	Allyn '67
Fromm, Erich	The Art of Loving	Bantom
Glasser, William	Schools Without Failure	Harper
Hall, Edward	The Silent Language	Fawcett
Harrington, Michael	The Other America	MacMillan
Kuraceaus, W. C.	Negro and Self Concept	McGraw '65
Passow, A. Harry	Programs for the Education of The Disadvantaged	Holt '67
Redl, Fritz	Children Who Hate	Free Press
Redl, Fritz	When We Deal With Children	Free Press